

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

RECEIVED
 TEXAS EDUCATION AGENCY
 2018 FEB -5 PM 2:01
 DOCUMENT CONTROL CENTER
 GRANTS ADMINISTRATION

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Van ISD	234-906		
Vendor ID #	ESC Region #		
	07		
Mailing address	City	State	ZIP Code
549 E. Texas Street	Van	TX	75790-0697

Primary Contact

First name	M.I.	Last name	Title
Jason	D	Johnson	Director of Instructional Technology
Telephone #	Email address		FAX #
903-963-8623	jason.johnson@vanisd.org		903-963-5591

Secondary Contact

First name	M.I.	Last name	Title
Donna		Wallace	Deputy Director of Curriculum, Instruction, and Assessment
Telephone #	Email address		FAX #
903-963-8711	donna.wallace@vanisd.org		903-963-8799

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Don	L	Dunn	Superintendent
Telephone #	Email address		FAX #
903-963-8710	donald.dunn@vanisd.org		903-963-5591

Signature (blue ink preferred)

Date signed

2/2/18

Only the legally responsible party may sign this application.

RFA #701-18-103; SAS #274-18
2018–2019 Technology Lending

701-18-103-112

Schedule #1—General Information

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

We are a district providing 1:1 opportunities to students PK – 12. However, this grant will serve grades 6-12. In our district, these grades are housed on three different campuses: Van Middle School, Van Junior High School and Van High School. Students in grades 6-12 take their devices home each day, and thus would be the ones to benefit from a home wifi program.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

To meet our goals for the Technology Lending Grant Program (TLGP), the district will provide internet connectivity to as many students as possible. With 53% of our students district-wide classified as economically disadvantaged, this is a need that must be addressed. Van ISD will purchase 184 Kajeet SmartSpot devices which will provide hotspots for students to access wireless Internet access through either AT&T or Verizon, depending on where they are located in the district. Kajeet will provide the Sentinel cloud portal that enables Van ISD to provide CIPA-compliant, education-only filter Internet access to students. The filtering will help students focus on being able to do their schoolwork and help meet the district's desire to close the homework gap that is a problem for many.

Students will use a check out system for the SmartSpot devices through their school library and have the opportunity to connect to either their district-issued iPad or Chromebook for 3 days at a time. Signed parent permission slips and district acceptable use policies are required before a student can check out a Kajeet SmartSpot device. This information will be accessible to the school library media specialists when students come to check out devices through the Skyward SIS. A Google Form will be used to provide information to all staff listing which students have checked out devices and when they are due back.

Prior to launching the program and delivering Kajeet SmartSpot devices into the hands of students, the district instructional technology team will introduce the Lending Program to school staff and provide training to staff on how the devices work and information on the check out system. Student-produced videos will demonstrate to students how the devices work and the process for checking them out. The Lending Program will be publicized on the Van ISD district website, at parent meetings, and via Peachjar electronic flyers/newsletters.

Ongoing professional development that assist teachers in meeting the T-TESS standards and promoting a culture of digital instruction and learning will be provided. This will include in-services, off-site trainings, 1:1 coaching, and a badging system for online professional development.

Program evaluation will be done with the ongoing collection of data including, but not limited to: the number of students served and checkout records, formative/summative assessment data, teacher/student surveys, and classroom observations and evaluations. This will provide the opportunity for continuous improvement of the Lending Program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 234-906	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$23,864.80	\$	\$23,864.80
Schedule #9	Supplies and Materials (6300)	6300	\$26,134.48	\$	\$26,134.48
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$49,999.28

Administrative Cost Calculation

Enter the total grant amount requested:	\$49,999.28
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$7,499.89
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Kajeet – 10 month plan for cell service for 184 SmartSpots	\$23,864.80
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$23,864.80
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 234-906		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
184 Hotspots purchased from Kajeet		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
Grand total:		\$26,134.48

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 234-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 234-906

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	606	46%	
Limited English proficient (LEP)	43	4.3%	
Disciplinary placements	22	1.16%	
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	0.7%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							90	85	91	88	88	95	69	606

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Target Groups: Van Middle School (6th), Van Junior High (7th, 8th), and Van High School (9th-12th) grade were selected for the program because students on these campuses are able to take their devices home to do school work in all subject areas. Each campus has a 1:1 iPad program and next year, the high school will migrate to a 1:1 Chromebook program. Because students are all equipped with devices, broadband Internet access at home is a targeted need. Many students have reported the challenges in getting homework completed because of the lack of internet access at home. One critical area of need to ensure access for high school students who are taking or wanting to take dual credit classes through Tyler Junior College. Providing home Internet access to all students, especially our economically disadvantaged students, will provide learning opportunities and student productivity that extends beyond the walls of the classroom. Van ISD policies and practices are targeted at leveraging the growth of technology for learning at school and at home for all students.

Priority: Economically disadvantaged students will have priority in the Lending Program. Academic achievement in this population is lagging in all content areas compared to their non-economically disadvantaged counterparts.

Need Calculation: Calculating the number of families that have reported not having Internet access has been difficult as we haven't been able to get accurate reporting with surveys. In view of this, we're using our data from the 2016-17 Texas Academic Performance Report for those who are economically disadvantaged along with national survey estimates by the Pew Research Center (2013 survey - <https://goo.gl/EdrSu9>) of those with access to Internet at home across different income levels. The research showed those under \$25,000 amount to 40% without access and those from \$25,001 to \$49,999 amount to 24% without access. If we serve 20% of our economically disadvantaged population of 606 for 6th-12th grade with the grant, this would total 121 students. In addition, some geographic areas in our district don't provide broadband Internet access to homes and this affects some students regardless of household income. With the number of devices to be purchased (184 devices) and the accompanying cost of monthly service, we are confident that it will help the district to meet the needs of many of our students and provide data to work at expanding broadband Internet home access.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	We need to close the achievement gap between economically disadvantaged students and non-economically disadvantaged students. 44% of our students are designated as "at-risk."	By providing a source of Internet connectivity at these students' homes, we will be allowing them the opportunity to practice core content activities using their school-issued devices.
2.	We would like to give our special needs population a way to stay connected outside of school. Many of them have educational apps that they enjoy engaging in while at school but lack Internet options in their homes.	By providing a source of Internet connectivity at these students' homes, we will be allowing them the opportunity to practice core content activities using their school-issued devices. They would also be able to take advantage of applications such as Audio Exam Player, Explain Everything, IXL, SeeSaw and Epic and have assignments, assessments, and books read to them orally. They will also be able to voice type in Google Docs.
3.	Closing achievement and learning gaps in our ELL populations is important to the long term success of our students.	By providing a source of Internet connectivity at these students' homes, we will be allowing them the opportunity to practice core content activities using their school-issued devices. They would also be able to take advantage of applications such as Rosetta Stone, DuoLingo, Audio Exam Player, Explain Everything, SeeSaw and Epic and have assignments and books read to them orally. They will also be able to voice type in Google Docs. In homes with ELL students, parents as well as students may have the opportunity to take advantage of using these apps for language-learning assistance.
4.	Improving scores and closing learning gaps is important to us in regards to ALL student groups – not only special populations. We have many students who are not designated as low socio-economic but they still have learning gaps to close and lack a wifi connection at home because of a lack of service providers.	By providing a source of Internet connectivity at these students' homes, we will be allowing them the opportunity to practice core content activities using their school-issued devices. Students would be able to have access to teacher generated reviews and lessons. Apps that we use include but are not limited to: PEG Writing, History Alive, Turnitin, IXL, and Naviance.
5.	We have a large group of low-income students who take dual credit courses through TJC at our high school. These students are able to do this because of a grant from our Education Foundation. The majority of these students do not have wi-fi at home which is required to access their college lessons once they leave our campus. Most of their college assignments are due at midnight, meaning that they need Internet access after school hours.	By providing a source of Internet connectivity at these students' homes, we will be allowing them the opportunity to practice core content activities using their school-issued devices. Students will be able to access the Tyler Junior College website which contains their online lessons through Canvas.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Technology	Will supervise the implementation of the project, monitor progress, and help make needed adjustments. Will report to the District Technology Committee and Governing School Board the progress of the program. Has administrative and teaching credentials.
2.	Curriculum Director	Provides expertise in the administration and collection of academic achievement data. Has teaching experience, higher degrees in education, and oversees district instructional and testing programs.
3.	Technology Director	Provides expertise and resources for the purchase of equipment and maintenance of the local network and student and teacher devices in the 1:1 program.
4.	Library Media Specialists	Will implement the system responsible for checking out devices including barcoding the devices; also responsible for keeping up with the inventory of devices and maintaining the devices.
5.	Instructional Technology Specialist	Provides instructional support for classroom use of technology to improve learning in core curriculum areas. Provides 1:1 coaching as well as group training in using digital tools for teaching and learning. Has a teaching credential and teaching experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Provide Internet access to 6th-12th grade students who do not have Internet access at home.	1. Purchase and distribute 184 Kajeet SmartSpots	08/01/2018	08/02/2018
		2. Train Library Media Specialists on lending procedures	08/10/2018	ongoing
		3. Train teachers and iTeam on use of Kajeet SmartSpots	08/17/2018	ongoing
		4. Check out Kajeet devices to students	08/24/2018	05/31/2019
		5. Monitor students usage and modify program as needed	08/24/2018	05/31/2019
2	Increase test scores for a subject and/or knowledge of TEKS by grade level	1. Using benchmarks, establish baseline data for ED students	08/24/2018	09/25/2018
		2. Teachers will do Scope and Sequence planning	06/01/2018	ongoing
		3. Set growth goals for student achievement	09/25/2017	ongoing
		4. Administer content area assessments quarterly	10/10/2018	09/31/2019
		5. Review device checkout stats along with scores	01/04/2019	06/15/2019
3	Provide training in the use of digital tools for instructional decision-making	1. Budget for onsite & offsite technology training	08/01/2018	ongoing
		2. Provide opportunities for teachers to attend trainings	08/01/2018	ongoing
		3. Collect information on teacher attendance to trainings	08/01/2018	ongoing
		4. ITS will provide ongoing instructional support	08/01/2018	ongoing
		5. Teachers will evaluate their T-Tess technology integration	06/01/2018	08/01/2018
4	Increase student achievement through the Lending Program	1. Publicize the new Lending Program for Kajeet hotspot	08/24/2018	ongoing
		2. Survey teachers regarding student achievement	10/10/2018	ongoing
		3. Review test scores for signs of improvement	10/10/2018	06/01/2019
		4. Students report by survey on the Lending Program.	10/10/2018	06/01/2019
		5.		
5	Provide instructional support for classroom use of technology to improve learning	1. Provide 1:1 coaching for teachers	08/15/2018	ongoing
		2. Model the use of digital resources.	08/15/2018	ongoing
		3. Provide digital resources for instruction.	08/15/2018	ongoing
		4. Provide in-service training on digital tools/resources.	08/15/2018	ongoing
		5. Work with iTeam on building a badging system	08/15/2018	12/15/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Committee will be responsible for program evaluation and will use the following key elements for ongoing monitoring and continuous improvement:

- *Clear program goals and objectives defined to guide the monitoring during implementation
- *Establish baseline data with tools to be used in formative/summative assessment
- *Clearly defined methods and tools for both staff and students to capture data and track the results of monitoring.
- *Effective reporting mechanisms that keep stakeholders informed
- *Take monitoring results and use that information to create strategies that lead to immediate program improvements

Data collection methods include: 1. Student lending agreements, 2. Weekly usage records (check-outs/check-ins), 3. Professional Development records (Eduphoria), 4. Van ISD grade-level Scope and Sequence records, 5. Ongoing formative assessments, 6. STAAR assessment records and 7. Program surveys.

The Technology Committee will review data collections quarterly to recommend and implement adjustments as needed to provide opportunity for students to take full advantage learning opportunities at school and beyond the walls of the classroom. Committee findings, program recommendations and adjustments will be communicated to stakeholders, including, but not limited to: administrators, teachers and specialists, parents, and community members through emails, postings on the district and school websites, and electronic flyers. The Instructional Technology Director will be responsible for program implementation and adjustments in the program.

Van ISD agrees to comply with any reporting and evaluation requirements that TEA may establish and submit those reports in the format and manner TEA requests.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Librarians will use Follett library software and Google Forms to track student use of Kajeet SmartSpots. This information will be shared with project staff and school administration.	1.	Reports from Follett library circulation software and Google Forms.
		2.	Student surveys regarding ease of use and checkout process.
		3.	
2.	Benchmark test results will measure growth in student achievement	1.	Results from previous quarterly benchmarks to see evidence of growth.
		2.	Results from online evaluations such as IXL, Star Renaissance, etc
		3.	Standardized test results
3.	Eduphoria Management System will be used to track teacher participation in prof. learning opportunities related to TEKS and use of digital technologies.	1.	Records indicate that teachers are attending trainings on the use of digital technology for a minimum of 15 hours per semester.
		2.	Lesson plans in the Eduphoria Management System reflect the use of digital technologies in instruction.
		3.	
4.	Issue surveys to student, teachers, and parents regarding the effectiveness of the program.	1.	Students report being more on-task, completing more work, and getting better grades as a result of the program.
		2.	Teachers report students are getting more work done and achieving more in their coursework because of the Lending Program.
		3.	Parents report their students are more on-task and completing more work.
5.	Use administrative tools which provide evidence of app usage and corresponding data. Share reports with stakeholders.	1.	Reports that indicate if student technology usage increases after school hours.
		2.	Records of communication with stakeholders via email, website, and Peachjar flyers.
		3.	

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Van ISD will conduct pre and post evaluations to determine change by comparing baselines measures to the measurements taken at program conclusion. The goal of the evaluation is to determine effectiveness, efficiency, final cost, and overall program success. The following items will be used as data collection for the evaluation process:

***Participants** - The number and percent of students who checked out a device as part of the Technology Lending program by grade level will be determined through Follett software and Google Forms data. Those who were Economically Disadvantaged students will be identified through the Skyward SIS and compared with the checkout information.

***Devices** - The Instructional Technology Dept. will keep/maintain records of the distribution of devices in the 1:1 program the district has implemented and maintains, as well as the Kajeet SmartSpot devices. The Library Media Specialists will account for the ongoing Kajeet inventory in a spreadsheet shared with the IT Dept.

***Digital Materials** - All courses are currently using digital instructional materials of various kinds including iPad apps, eTextbooks, Google Apps for Education, and other web-based materials and programs. The Instructional Technology Dept. keeps records of these materials used in courses. Lesson plans and teacher observations & evaluations accou

***Courses/Instructors** - Courses (with name/number) and the teachers using digital instructional materials because of the Technology Lending Program will primarily be gathered through self-reporting (survey and lesson plans), teacher observations & evaluations, and course records in the Skyward SIS. Students will be surveyed in regards to their participation in the Lending program and which courses they used digital materials, including those at home.

***Professional Development** - The records for professional development training can be found in the Eduphoria professional development management system

***Online course participation** - Data on the number of online courses taken by participating students because of the 2018–2019 Technology Lending Grant will be a collaborative effort between the high school counseling office and the Instructional Technology Dept. The counseling office will have the records of all students taking online courses and the IT Dept. will use that with the records of students who utilized the Kajeet SmartSpots to determine participation. Number of online courses taken by participating students because of the 2018–2019 Technology Lending Grant.

***Academic scores and TEKS proficiency** - The STAAR test scores showing the number and percent of participating students who showed an increase in academic achievement in the 2018–2019 school year in comparison with the 2017–2018 school year will be provided by the Curriculum Dept. They will also provide information on who demonstrated proficiency on the TEKS for their grade level at the beginning and end of the grant period measured using results from quarterly benchmarks, along with academic grades and attendance records. These records can all be accessed through Eduphoria Management (used for lesson planning, monitoring student progress, and STARR scores).

***Program Effectiveness** - Surveys will be given to students, teachers, and parents regarding the effectiveness of the program, including access to technology devices, wireless access, and digital materials. Those surveyed will be asked for recommendations to improve the program.

***Communication** – The district's communication records of emails, website postings, and Peachjar flyers/newsletters will be maintained in a spreadsheet by the Instructional Technology Director.

***Project Delivery Problem Identification** - The Technology Committee will review data collections at least semi-annually to recommend and implement program adjustments as necessary. More immediate reports of problems will be addressed by the Instructional Technology Director as they come up. Committee findings and recommendations will be sent to all stakeholders involved through meetings, emails, web postings, and Peachjar flyers. The Instructional Technology Director will be responsible for program implementation and adjustments in the program.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs

Based on surveys and feedback that we have received from parents, teachers, and students, students in our school district are at a disadvantage when it comes to accessing the Internet from their homes. Many have phones and can access the Internet using limited cellular data plans, but many are unable to use school issued iPads and Chromebooks because of the lack of connectivity options. This is not an issue simply relegated to our economically disadvantaged students. Even students who come from families that do not qualify as economically disadvantaged face roadblocks when dealing with connectivity.

Students who live in the city of Van have many more connectivity options than those who live in surrounding areas. Our school district encompasses 225 square miles. Many homes are located away from the city center and are in very rural areas without high speed Internet options. There is currently one company that will provide Internet service in many of these areas so there is no competition to drive the prices down for Internet usage in these areas.

Equitable Access to Internet

To get the most mileage out of our 1:1 program, we need for our students to be able to have 24/7 access to the technology that they already have at their disposal. Though the equipment to fully source a 1:1 program already exists, and is in the students' possession, a viable option for home Internet is required for these devices to be used to their full potential. TLPF funds will be appropriated to purchase 184 Kajeet smartspots (mobile hotspots) for students in grades 6-12 to check out from school libraries for home use. The devices will be barcoded and may be checked out for a period of three days at a time. Funds from the grant will also be used to pay for Internet service for each device on a 10 month contract.

As described previously in this grant, we have included ways by which we will judge the efficacy of the Kajeet Lending Program. At the conclusion of the 2018-2019 school year, we will use the data we have collected through various sources to determine the effectiveness of the Lending Program. This program will be funded 100% by the TLPF.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing Internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus Internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Van ISD will provide Internet access to student residences with the highest need for off-campus Internet through the checkout program at the school sites identified in this grant proposal. Kajeet SmartSpots will be issued through each school library and students will be able to keep them for up to three days at a time. The district is currently in the process of piloting a program that entails purchasing (with district funds) a Kajeet hotspot for our bus with student riders who endure the longest daily commute (60 mins. plus).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the Lending Program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Van ISD has provided its students and teachers a plethora of electronic learning applications across grade levels and content areas. Each campus, department and grade have preferences on which ones they prefer to use on a regular basis. Often times, teachers allow students to decide which application will be used in instruction. Student choice has been an important driver in our instructional technology program. Most of these applications require an Internet connection.

If 100% of a teacher's class had Internet capabilities on their school devices once they left their classrooms everyday, this would be huge in terms of closing achievement gaps in our economically disadvantaged population as students could continue content-based practice while at home. In addition, students would also be able to have access to their online textbooks as well as access to our online library of books through Open e-books.

Allowing students to have access to Internet at home would allow us as a district to expand our classrooms into the community and surrounding areas and help level the playing field in regards to who can and cannot participate in online learning at home.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Van ISD recognizes that students need access to the Internet not only at school, but at home if they are going to effectively leverage digital learning. Van ISD is a Google Apps for Education district and teachers at every grade level and across the curriculum are using Google Classroom to effectively share assignments, course materials (.pdfs, images, Google Docs/Sheets/Slides, and videos), links to websites, and other needed information. Students complete assignments using the GSuite apps and turn them into Google Classroom. One of the best aspects of Google Classroom is the ability for teachers and students to communicate more effectively. Teachers often link out to online apps such as Nearpod, Socrative, Quizlet, IXL (for math practice), and Flipped Grid to not only view lessons, but for remediation and formative assessment. OpeneBooks provides a large collection of eBooks that requires an Internet connection. Students need access to the Internet to empower them to learn skills in research, collaborate on projects, create, communicate, and share in the real world ways. In addition, several grade levels have access to online textbooks that provide additional support for coursework. One of the more important initiatives at Van ISD provides students access to dual-credit online classes with Tyler Junior College. Being able to leverage those classes from home is essential.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because the Kajeet SmartSpot devices are used off-campus, the infrastructure of each school will not come into play. However, while at school, students have wireless access through a 1G fiber optic connection and Barracuda filtering solution, which extends to home networks. Any support for the device use will be provided by knowledgeable teachers, the school LMS, Instructional Technology staff, and Tech. Dept. staff while the student is at school. The high school will also train its iTeam (student technology leaders).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234-906

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Kajeet SmartSpots will be initially be divided up based on the number of eligible students in need at each school site, labeled with barcodes, and then inventoried for each school site. The numbers of devices at each site may change based on the usage and need identified over time. The check-out process will be supervised by the Instructional Technology Director. Each Library Media Specialist (LMS) will check the Student Information System to confirm students who want to check out devices are eligible. They will scan the barcodes using the Follett library software and also input the checkout in a Google Form. When students return the SmartSpot, the same process will take place, scanning the barcode in Follett and using the Google Form to show the device has been checked in. The LMS will check for any damage to the device. If there is a problem with the device or it has been damaged, that will be noted in the Google Form. The Instructional Technology Dept. will be in charge of any maintenance, repairs, or replacement of SmartSpot devices. The LMS will put in a service request using the district ticketing system.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Kajeet SmartSpot devices are accounted for through a master inventory spreadsheet, the Follett library software, and the check out/check in spreadsheet with data from a Google Form. If a device is damaged, lost, or stolen, this will be noted in the Google Form and then in the Skyward SIS. These devices fall under the same local policy as our iPads. Students pay an annual \$35 user fee for devices. The first time a Kajeet SmartSpot is damaged, there is no cost to the student. If damaged a second time, or if the device is lost or stolen, students will be pay a \$50 repair/replacement fee. Students are still able to check out Kajeet SmartSpots even if the student doesn't immediately pay the repair/replacement fee. Parents will receive a monthly notification until the fee is paid in full.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: